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The College News, 1961-12-13, Vol. 48, No. 10

Students of Bryn Mawr College

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The College News

VOL. XLVII—NO. 10

ARDMORE and BRYN MAWR, PA., WEDNESDAY, DECEMBER 13, 1961

Trustees of Bryn Mawr College, 1961

PRICE 20 CENTS

Africans Exchange Students Disapprove Of Peace Corps

African objections to the Peace Corps—as eloquently expressed by Wamere Mwangi, Bryn Mawr '63, and Victor Kinsera, Haverford '65—highlighted the panel discussion on the Peace Corps held last Wednesday evening. Other panel members were Miss Cynthia Courtney, representing the Peace Corps, and Pixie Schiefflin, who represented a potential Corps member's view.

Both Wamere and Kinsera concurred that national pride prevents many Africans from graciously accepting aid from without. "We want to do it ourselves . . . We want to be on our own . . . were recurring phrases during the discussion. They resent the underlying attitude of condescension—which stems from a basic belief that Africans are worthless and unable to develop anything on their own. "We don't like the idea of someone sacrificing himself to save us."

Kinsera particularly objected to being tied to another's culture. Just

as the British in Tanganyika today "brainwash" the native inhabitants through the educational system, he said, so would the Peace Corps attempt to instill American ideas. Yet, in order that Africans develop their own culture, teaching must be through African, not British or American perception.

Another objection is that the Peace Corps may be a step on the road toward Africa's becoming an ideological battleground. The Africans suggested that the program may be just another weapon in the Cold War; its essential aim, they said, seems to be the preventing of the spread of Russian influence in Africa. "Why don't you fight in your own home? Don't fight in ours."

Furthermore, Africans are skeptical of this "latest in a series of missionary efforts." It seems to be another attempt to give "religion" to a "religionless people," they commented. Kinsera pointed out that he, for one, is not at all convinced of the superior values of this religion (i. e. American culture and ethic). In fact, he wonders whether we might well envy them their state of "primitive, blissful ignorance."

Timing

Another criticism of the Peace Corps was of the element of bad timing in it. Most African nations—having just shed one colonial power, are not ready for another group to start working its way in, they declared. Furthermore, Africa is not pressed for time. "We would rather do it ourselves—even if it takes 10 to 20 years—than have the Peace Corps do it in two years."

Miss Courtney agreed to the validity of many of the objections raised. She emphasized, however, the voluntary nature of the program. Of the 56 African states 40 have already requested Peace Corps aid.

In addition, she stressed the mutual benefits to be gained from the program. One of its main aims, she said, is to create a core of people in the U. S. who are aware of the "wind of change sweeping the world." Miss Courtney said it is essentially an attempt to reacquaint the American people with the revolutionary expectations of the peoples of the rest of the world.

May's Discussion Treats Anglophiles Of 1700 in France

Mr. George May, Professor of French literature at Yale, addressed French students, December 12, on the subject of the knowledge of English by French Anglophiles of the eighteenth century. Speaking in French, Mr. May discussed the effect of English literature on French writers of that century and the way in which they learned the language.

Mr. May began by contrasting the eighteenth century interest in English culture with the total indifference to it during the seventeenth century.

He accounted for this previous indifference by saying that France had not been at war with England until the eighteenth century. He also reminded his audience of the distaste of a Catholic France for a Protestant England and of a monarchist France for an England which had deposed and decapitated a king. With the turn of the century, he said, the emigration of French Protestants to England and a general awareness of foreign culture in France caused an increase in French concern with England.

The speaker described the most prominent Anglophiles among the French men of letters of the period. He spoke of Voltaire and Prevost as refugees—one political, the other ecclesiastical—to England. Both translated many English works into French. Both learned English through his own efforts.

He cited Diderot and Rousseau as two exceptions to the general pattern of traveling in England and learning the language there—Diderot because he never went to England and Rousseau because he was there as a refugee, he was never able to learn to speak the language. Diderot, however, acquired enough English to begin his literary career as a translator.

Montesquieu, said Mr. May, was more representative of the eighteenth century intellectual in that he traveled in Great Britain. He learned English there through his acquaintance with Lord Chesterfield, Pope and Swift.

Mr. May discussed the different methods employed for learning French. Businessmen and women

Continued on Page 2, Col. 4

Students Pack Music Room To Hear Michener Address

Government subsidy of the arts was the topic of Mr. James Michener's lecture which was presented under the auspices of the Current Events Club on Monday evening, December 12.

For the purposes of his discussion, Mr. Michener divided all art into two categories: the primary, or creative, arts, and the secondary, or presented, arts. The first category includes painting, or writing; the second, the presentation of a play or concert. Mr. Michener said he was not qualified to speak on the second category, but had very strong opinions as to the position of the first in American life. "No government on earth, at any

level, of any kind should have any part at all in what I want to do as an artist," Mr. Michener stated. He added that this statement could apply to any artist throughout history.

To illustrate his point, Mr. Michener gave the example of a one-act play he had contemplated writing. The play, called "The Supplicants" would deal with a fictional governmental board whose purpose would be to inquire into the lack of good American novels. The first supplicant to come before the board with an idea for a great American novel

Quaker Committee Reviews Proposed Friends' Institution

The Committee on a Friends College, consisting of members of the Religious Society of Friends (Quakers), recently held a discussion of plans for a new college—the Friends World College. Miss McBride attended this meeting, which was held at Pendle Hill in October, in the capacity of consultant.

The two qualities towards which a Friends World College would aim are to have a Quaker-affiliated institution, with Quaker meetings as the religious service, and an international institution with students and faculty from all over the world and a curriculum which would have an international outlook.

The emphasis for studies would be on social science, humanities, languages and, in particular, a peace study program. The purpose of a peace study plan would be to look at social processes involved in relations among peoples and nations, and to discover peaceful methods of settling differences.

Quakerism

Quaker concepts would be brought into the college life through the effort to incorporate the Quaker practices of seeking to live simply and to build a sense of community through the sharing of domestic chores. There would be opportunities to attend work camps and to work on social service projects. Programs of independent study would be enacted when feasible.

To make possible a close cultural relationship to countries all over the world, the proposed college would cooperate with the United Nations and other New York City resources. Although plans for a Friends World College still remain in the theoretical stage, an estate at Glen Head, Long Island, 25 miles outside of New York City, has been given to the Committee and is a possible site for the college.

Miss McBride, in discussing the plans for a Friends World College, said that one of the biggest problems of a plan calling for a Friends World College was the acquisition of funds. Not until a considerable amount of money has been received can the Friends World College become more than an idea. Furthermore, it would be difficult to find a faculty both predominantly Quaker and well qualified as the Committee for a Friends College plans.

At present, the Committee is trying to raise funds for the college and for the hiring of a professional Director to develop the details of the plan.



Author James Michener

"I would be a New Englander who had left college and run away to the South Sea Islands, before becoming an author. He would state to the board that he had an idea for a great American novel which involved a "white whale, a one-legged man, a character from a lighthouse in Boston, and a South Sea Islander who doesn't believe in God." "Obviously, Melville would have no chance at all," Mr. Michener concluded. "The artistic creation of a nation is not achieved in this way," he added.

Mr. Michener conceded that he, as a novelist, spoke at a certain advantage, because there are now workable methods for members of his profession to make a living. The same is not true for poets, composers, or sculptors. Nevertheless, he feels the solution to their problems is not government subsidy. Their art "must be backed out of society as it exists."

Mr. Michener then showed slides of various contemporary American paintings which he felt an elected board would not purchase, and appointed officials could not justify as purchases to the public. The slides included work by Pollack, De Kooning, Park, as well as younger artists.

During the question period which followed, Mr. Michener expressed his view that tax rebates to private individuals who buy art and, later, donate it to museums, is at present the best method of subsidy to the arts.

Forum Airs Threat To Free Discourse

by Judith Frankle

The Civil Liberties Conference held on Saturday, December 9 at Houston Hall, University of Pennsylvania, was designed to raise the important questions concerning the relation of civil liberties to the individual and today's American society. Representatives from all colleges and universities in the Philadelphia area and from other universities on the eastern seaboard attended.

The conference was conducted in seminar form. Each seminar was headed by an adult who is an authority on the particular subject under discussion; however, seminars were designed to focus attention on the individual student's own philosophy of the role of civil liberties in a modern democratic society.

Seminars

The three seminars were entitled "Civil Liberties and the Courts," "Social Restrictions on Civil Liberties," and "Civil Liberties in Social Action." The seminar entitled "Civil Liberties and the Courts" also attempted to question various problems concerning executive and legislative restrictions on civil liberties. The chief questions raised and discussed under this topic were "Should unpopular political groups be protected from government restrictions through the courts or through the executive branch of government?" "How can the Federal government balance its role of protector of our security in a cold war with that of protector of the rights of all political groups to speak, assemble and voice disapproval of the status quo?"

The group considered the central problem to be the conflict between the necessity for communists to be allowed to speak if we are to maintain a truly open, free democratic society, and the necessity of protecting the freedoms that we have at present from an "international conspiracy to overthrow our government." The participants in the seminar felt that it was necessary to uphold freedom of speech for all political groups in order that a democratic society be maintained. Yet they realized the government's position in the cold war and the consequent need for security. The question seemed to be, "Are we destroying the true values for which we stand as a nation

Continued on Page 2, Col. 2

Unusual Christmas Carols, Rev. Mutch Sparkle Sunday Evening's Presentation

The Bryn Mawr Chorus and the Haverford College Glee Club presented the traditional Christmas Carol Service at Goodhart, Sunday evening.

The main feature of the program was the combined choruses' presentation of the cantata, "The Infant Jesus," by Dietrich Buxtehude. Mr. Goodale, director of the Bryn Mawr Chorus, conducted the work and a string ensemble accompanied it.

The Bryn Mawr group performed a collection of Spanish Christmas carols which Mr. Goodale collected during his sabbatical last year in Spain; he also arranged and edited them. The five songs presented were "Valame Dios" (My Goodness!), "Llorando esta un portal" (In a Manger), "Angeles del cielo" (Angels of Heaven), "Los Reyes siguen la estrella" (The Kings Follow the Star), and "Para Regalo" (As a Present). The first three are anonymous seventeenth century works; Francisco Guerrero wrote the "Los Reyes" and Juan Bautista Comes the "Para Regalo." The five songs were

a refreshing addition to the usual holiday repertoire.

The Haverford Glee Club, under the direction of William Reese, presented three numbers: "Song of Praise in the Dorian Mode" by Franz Philipp, "O Magnum Mysterium" by Jacobus Handl and a carol, "While Shepherds Watched Their Sheep" by Hugo Jungst.

The Haverford Brass Ensemble aided the Glee Club in these works and also presented a series of Chorales for the Christmas season. Haverford's program also provided a pleasing variety from the Christmas music familiar to the Anglo-Saxon ear.

The Reverend Andrew Mutch, Minister Emeritus of the Bryn Mawr Presbyterian Church, led the service with an invocation, prayer, benediction and his traditional reading of the Christmas story according to Saint Luke. It is a pleasure to observe that the Reverend Mutch appears to enjoy reading the Christmas story as much as his rendering is enjoyed each year.

Notice

Open Meeting with Miss McBride re: Civil Defense and Shelters on the Bryn Mawr Campus, Monday afternoon, January 8, 4:30 p.m., in the Common Room.

The NEWS

For those who find fault with Bryn Mawr life—be it apathy or lack of musical acumen—the editors would like to state that they, too, often find fault with what they see about them. They would like, further, to assert that they are not responsible for campus failings—no more so than any individual at Bryn Mawr. The editors, indeed, would like to see many innovations and renovations; but the editors and their staff are few. They have little enough time to produce the News, let alone produce “material”; yet the News is held responsible for a deficit many students have failed to analyze.

When a reader states that the News is “Exhibit A” for Bryn Mawr apathy, commenting on “unsatisfactory” editorials and lack of significance and interest to the student body, (see Letters column) we must ask the student body to determine, in all honesty, from where that significance must arise. Do readers sincerely feel that the News is responsible for campus apathy? We should hope not, for if they do, the situation is far worse than we have estimated. Up to this point we have printed derogatory letters without comment. We recognize the need for criticism; but when criticism is replaced by superficial censure, we feel that comment is necessary, not just for our defense, but for the benefit of the college.

We ask again—is the role of the News to report or to produce news? We feel that our duty is to reflect, as adequately and accurately as possible, what is happening around us. If nothing is happening, we can reflect nothing but vacuity. We don't enjoy lethargic emptiness any more than our readers do. We would be delighted to fill that void with excitement, significance, and interest—but what are we meant to do—smoke opium? If we had more time, perhaps we could create fictitious occurrences that would be interesting, if not significant.

Where are the students who are the News? Where are their dynamic interests and conflicts? Where are music critics that we are accused of not producing—the critics three editors tried to locate for a recent review? Where are the drama critics? Where are the well-informed, thoughtful people we are blamed for not projecting? We, regardless of the rest of the college, would like to know.

The editors value letters of criticism, but they want suggestive, meaningful criticism, not thoughtless reproach. They want readers to analyze, not deprecate to no specific purpose. Perhaps some day a reader will tell us where we can find dynamic news on the BMC campus. We hope so.

Re: Vittles

We were pleased to have heard of a recent and welcome addition to the College. N.S.A. has arrived! It will be prepared to offer its full services after the vacation, though by then the campus populace should have substantially recovered.

N.S.A., or to be more explicit, the National Satiation Agency, comes in where a need is felt or better still where belts are being tightened. Monday afternoon, as the cold peas and string beans rattled around in empty stomachs, N.S.A., whose national and executive offices are located at the far end of the Paoli local, i. e. in the City of Brotherly Love, was called in to report on what's happening on other campuses in regard to this problem. There are no comparable situations it was revealed! (N.S.A. was momentarily stumped by this fact but soon recovered.)

Anyway, in the spaces cleared on Senior Row, Bread Lines (with butter) and Soup Kitchens (with saltines) will be instituted in College Gothic Towers to be installed over the vacation. Hours for this salvation agency will be thirteen minutes after the start of each meal and all day Saturday.

In addition a more far-reaching solution has been proposed by an astute student. At present, as the “System” apparently works, the hall manager who spends the least per student throughout the college year receives a bonus. The new plan, whose success depends on the support of the student body, would require each student to contribute a dollar to a pool which at the close of the year would be awarded (along with a ticker-tape and confetti parade in the Cloisters) to the hall manager who has spent the most all year.

Things are looking up!

THE COLLEGE NEWS

FOUNDED IN 1914

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Oh Come ---

All Ye Hateful

Our contribution to the rash of questionnaires going around campus was the inquiring of passersby what they would like to give their worst enemy for Christmas. A tabulation of the answers is tabulated below:

“An acute inferiority complex.”
 “The collected speeches of Dwight D. Eisenhower.”

“A crab cutlet.”
 “My book report on Economics.”
 “An elephant.”
 “Nothing.”

A record of “Eugene Onegin” with Bert Parks singing the title role.

“My luck.”

“A pseudothorax.”

“Myself.”

“A lifetime membership in the John Birch Society.”

“A box of bacteria.”

“Art History.”

“Himself.”

“A centipede.”

“Santa Claus.”

“Barry Goldwater.”

“The chance to take Geology 101.”

“A love letter.”

“Eczema.”

“Which worst enemy do you mean?”

“People who ask what I would like to give my worst enemy for Christmas; and I might throw Haverford in.”

“A pack of cigarettes with filters on both ends.”

“My roommate.”

“A 100-megaton bomb.”

“An obligation to take minutes at every meeting on campus.”

“The Peloponnesian War.”

“The January 31, 1879 issue of the Contemporary Review, call no. 050 C. 54 if they can find it in the library.”

Civil Liberties

Continued from Page 1, Col. 1

if we deny dissident groups the protection of our constitutional rights?”

The seminar entitled “Social Restrictions on Civil Liberties” asked whether TV, radio and newspapers protect or violate civil liberties, and whether or not the mass media have a legal and ethical obligation to preserve an open society by presenting all pertinent facts. Further questions posed in this seminar were: Do the mass media present all the points of view or do they reflect the financial control of upper or middle class groups? Is trial by publicity in the mass media a restriction on civil liberties (sic)? Does the public itself desire to silence unpopular opinions simply because they are unpopular or because it fears the effects of those ideas on job security? The basic question seems to have been whether the social stigma attached to unpopular opinions prevents the public from being informed and coming to a rational decision about unpopular points of view.

The seminar entitled “Civil Liberties Issues in Social Action” dealt mainly with the question of whether civil disobedience should be protected as a civil liberty and what kind of role should civil disobedience should play in political and social action in the United States.

The discussion raised the questions: How effective were the freedom riders in bringing about social and political change? What other social and political means could be used to achieve desegregation? Should civil disobedience be the first step or the last resort of groups desiring social and political changes? Does civil disobedience imply disobedience in one area alone?

When the seminars had ended, the group met again and heard a panel debate the “privacy” of the first amendment. The panel consisted of a newspaper editor, a lawyer from the American Civil Liberties Union and the leader of a political action group. The primary question raised in the seminars, as well as at this panel, was: Should and can freedom of speech be an absolute right, or must it be balanced with the other rights and present conditions in American society? Is complete free-

Letters to the Editor

Dear Editor:

A few comments on Akoue. I never thought I'd hear myself saying what might be construed as a defense of Bryn Mawr, but: (a) it seems to me that the number of Bryn Mawr graduates going on to graduate and/or professional schools justifies an education geared to their needs. There must be a few colleges capable of providing for such women as there are certainly enough happy to provide for the woman who desires to fit herself exclusively for “the traditionally domestic role of the American beyond the A.B. level” “dwindles into a wife” is unsupported by the sociologists, many of whose surveys indicate that a mother's educational attainments and interests are among the most important factors in the educational achievements of her children. A woman whose education has been sufficiently intensive in one field to assure her retention of some knowledge in that field is able to offer her children more academically than a woman whose knowledge consists of rootless and easily-forgotten smatterings in many fields.

I'm sorry for science majors, but I'm also sorry for the rest of us peasants. The growing gap between the scientists and the humanists of this world has already been the basis for unfortunate misunderstandings between the two. In our age, science and the liberal arts (especially ethics, or lack of them) exert a profound hold on our daily lives which they occasionally threaten to tear apart as they move uncomprehending and uncoordinated in opposite directions. Possibly Bryn Mawr is trying to give its scientists a grounding in the liberal arts before they move out of reach—and touch—together.

Akoue's analysis of the problem concerning the language and litera-

ture requirements seems fairly inclusive. I would only like to add that the purpose of the literature policy seems to be a review of English literature and its origins since French, German, etc. literature courses don't fill the requirement, and that Latin 101 and Greek 1 are apparently included as acknowledgment of the influence of the Graeco-Roman classics on our literature.

Discussion apathy is quite a problem, especially in classes in which the professor does not encourage (or apparently desire) discussion. I must say that most student complaints heard are about individual professors. Many girls are quite shy, and find it rather difficult to tell a professor they think he is uninteresting or uninformative. Especially if he is one of their professors.

I deplore the general campus apathy as much as anyone but feel there is one stronghold of strong feeling that the editors of Akoue have overlooked. I realize that Akoue is an article covering only certain given problems on the Bryn Mawr campus, setting forth one particular set of views in hopes of arousing interest. I only hope that enough apathy prevails in the smokers to prevent a reaction of “Acoukoo” or “NO, NO, NO” screamed with enough force and hysteria to dispel weeks of accumulated smoke and reasonable discussion alike.

Yours (a)pathetically,
 T. Barrett Caples

To the Editor:

Until the publication of Akoue, those people concerned with apathy at Bryn Mawr could have used the College News as Exhibit A for their case. Until the publication of Akoue, the News, especially in its weak, unsatisfactory editorials, did not offer much of significance or even of interest to the reader. Akoue presents a refreshing change in its constructive, well-informed, thoughtful approach. We would like to see it appear more often than every six weeks—in fact every week. For we hope it will soon become an integral part of the News, raising the standard not only of the editorials, but also eventually of the drama and music reviews. We like to think that the publication of Akoue will be an important step toward a review and subsequent overhaul of the News.

Elizabeth Ames
 Cristina Silber

Notice from College Theatre

To anyone who is interested in designing a set for Love's Labor Lost:

Please do so over vacation and take your results to Lindsay Clemson in Denbigh as soon after you come back from vacation as possible. College Theatre and the Haverford Drama Club are looking for new talent.

French Lecture

Continued from Page 1, Col. 3

of leisure, he said, took six month courses in grammar, composition and conversation. Others developed systems of their own. Prevost, for example, expounded a method by means of which, he said, he learned English completely in six weeks. He spent two days on grammar, fifteen in memorizing all the words in the language and the rest of the time reading.

Mr. May passed from this accelerated method to manuals of instruction, the earliest of which was the work of George Mason in 1722. This manual conversational expressions such as: “I pray you, call me the maid, for I fain would rise” and “Is it not time to go to school?” “I fear we shall be beaten, for the hour is past.” Other manuals followed more traditional systems of presenting the language, stressing grammar rather than conversation.

U.S. Senator, Clergyman To Speak at Graduation

The Senior Class has already begun to plan for its graduation in June. The speakers for both the baccalaureate sermon and the commencement have been chosen.

The Reverend George M. Dooherty, Minister of the New York Avenue Presbyterian Church, Washington, D. C. will deliver the baccalaureate sermon on Sunday, June 8.

When the class of 1963 receives its degrees on Tuesday, June 5, the Honorable Joseph S. Clark, United States Senator from Pennsylvania, will give the commencement address.

NOTE

The editorial “An Agonizing Re-appraisal” printed on the Akoue page in last week's News was signed “The Editor”, i. e., the Editor of Akoue, Ricky Wolf.

dom of speech of absolute importance in a democracy, or are there other values which must be considered first?

Debaters Compete At N. Y. U., Temple, Win Ten Contests

The varsity debate team began this year's season with an outstanding showing at the New York University Hall of Fame Debate Tournament last weekend. The affirmative won three of its five debates. The Yale team to which the affirmative lost won second place in the tournament. The negative, however, did defeat Dartmouth, the defending champions.

Last Saturday was also the date of the major novice debate of the season. Six Bryn Mawr girls competed, winning a total of seven debates (including one tie) out of twelve. This was the first or second time any of these people had debated in college competition.

A future schedule for the varsity debate team includes tournaments at Johns, Hopkins, Franklin and Marshall, and McGill universities as well as local debates.

Life in Kassel—

Senior Describes "Experiment" Summer with German Families

—And in Berlin

by Alison Baker

Last summer I led a group to Germany for the Experiment in International Living, an organization with headquarters in the hills of Vermont and national offices spread far over the world.

My group consisted of ten college-age girls. When they first eyed each other and me they thought how hopelessly different we all were; in a day they had decided we had everything in common; at the end of a few more days they noted again, but with pleasure, the differences, and at the end of the summer the separation was strange and painful.

The trip to Germany was on a student ship, sailing through the Mediterranean to Genoa. The summer took us over great ranges of emotional experience. We had the excitement of waking on a train at dawn in the midst of the Swiss Alps and on a rainy night, the terror of approaching Kassel, the town of our homestay, where eleven unknown families were waiting on the platform.

At Home

In the first few days of our stay in Kassel I went with my German co-leader to visit each of the families. The American girls, who had been so very much of a group before suddenly looked equally at home surrounded by their German families. One was showing her little German "brother" how to throw an American football that she'd brought him as a present, another was sitting having coffee with her German "mother", a dictionary between them, as the mother spoke no English and the American spoke only the German I'd been able to teach her on the boat.

Later there were other things: sliding down chutes in the salt mines near Salzburg, finding out that all the German songs that I had carefully taught the group on the boat were exactly those that no German young people had sung since their childhood, learning new songs and singing, interminably, You Are My Sunshine, birthday parties which involved enormous quantities of food, a bicycle trip through the rolling fields and oak woods of the countryside around Kassel and seeing the remnants of feudalism in a farm estate surrounded by its town. Most difficult were the giving of speeches, which I tried hard to make elegant expressions of goodwill, the sudden vulnerability of being dropped into an unknown family at the beginning of the summer and then the strange and perhaps permanent separation.

Next came a stay in Berlin, with just the group of Americans. We set off on a bus across the East Zone to the sadness of Germans and the alarm of American parents. Berlin, the focus of the world, became a very exciting focus for our summer, a way of relating the understanding acquired in a Kassel family to the situation of Germany in the world. We were in Berlin at a time when the West Berliners were eager to talk, to explain their situation and their hopes, particularly to Americans. The German we had learned or improved during the summer became essential in Berlin.

Berlin

Objectively you might learn most about Berlin by reading The New York Times, but the atmosphere of Berlin at that time (Aug. 21-25) was something that no one could help feeling the moment he set foot in the city. In Kassel the German families were almost unconcerned about the Berlin crisis. They did not see it as much else but an intensification of the sixteen-year crisis of a divided Germany. Letters from America were much more alarmistic. The concern in Berlin itself was far different from either. It was the concern of people who cared for Berlin as their city and as the symbol of the free West. Coming to Berlin, no

one, I think, can help but be affected by the spirit of the West Berlin people.

We also went into East Berlin, through Stalinallee where the plaster is flaking on post-war splendor, to the Soviet war memorial park. Walking through the streets, my impression was one of desolation.

During the summer my group were often frustrated by the apparent lack of political interest in Germany, or by the feeling that they were expected only to make a few remarks representing the American point of view, not to enter into any real discussion. In Berlin, however, this was no longer true. Every streetcar conductor was eager to say what he thought of the closing of the border.

The summer ended with an all-night sitting up train trip from Berlin to Paris and then a day and night in Paris walking and looking. That was the most exhausting part of the whole summer. We had the trip back by plane and a cup of Irish coffee in Shannon airport, and suddenly the group dissolved, and I was writing reports of the summer from an island in Maine.

Catch One!

Friday: Going East

6:12, 7:03, 7:19, 7:30, 7:42, 7:48, 8:00, 8:05, 8:17, 8:37, 8:52, 9:12, 9:40, 9:52, 10:30, 11:00, 11:30, 11:55, 12:35, 1:00, 1:30, 2:00, 2:15, 2:30, 3:00, 3:15, 3:30, 3:45, 4:00, 4:15, 4:35, 4:45, 5:00, 5:25, 6:00, 6:30, 7:10, 7:45, 8:45, 9:35, 10:50, 11:30.

And West —

6:03, 7:34, 8:06, 8:46, 9:02, 9:39, 10:08, 10:38, 11:08, 11:38, 12:08, 1:08, 1:38, 2:03, 2:38, 3:09, 3:33, 4:08, 4:45, 5:14, 5:24, 5:43, 5:50, 6:28, 6:48, 7:13, 7:53, 8:23, 9:08, 9:48, 10:13, 11:13, 12:09, 1:08.

Poem for Christmas

by Pauline Dubkin

At this time we find it auspicious
To send our friends our Christmas wishes,
Like lots of presents under the tree:
A bomb shelter for you and one for me,
With a .22 that never misses.
And under the mistletoe lots of kisses.
We wish you a Christmas dinner good,
And also a three weeks supply of food.
Goodwill we wish, and on earth peace.
And in the radiation level no increase.
And to you gathered in festive scenes,
We wish you no more mutant genes.
So here we come a-wassailing and bringing Christmas cheer;
Since it's the time of miracles, we'll see you all next year.

Grad School Facilities and Faculty Add University Benefits to Campus

by Sally Schapiro

According to the catalogue of the Graduate School, "the purpose of graduate work at Bryn Mawr is to prepare students for professional careers in which scholarship and research are fundamental requirements." In providing the advanced training which the attainment of this goal necessitates, the college has taken on some of the qualities of a university and has thus emerged with a unique super-imposition of university advantage on a small liberal arts college structure.

Typical of this dual nature are the double-purpose libraries, designed for both reading and research, and the laboratory facilities, planned for both course-work and advanced research. The faculty members, too, must fulfill the requirements of both the undergraduate and graduate schools, especially since the general policy is for each teacher to instruct classes ranging in level from the elementary to the most advanced. Because we must be capable of directing advanced research, a faculty member is ordinarily deeply involved in his own field and doing original research of

some kind. The problem of finding such extraordinary individuals is made easier by the fact that many of them are seeking the very advantages which Bryn Mawr's dual nature offers.

The normal course-load for a faculty member is three units—one in the Graduate School and two on the undergraduate level. But this visible portion of his responsibilities conceals in iceberg fashion a great many of his commitments: the direction of honors papers, M.A. theses and Ph.D. dissertations; his unusually significant contribution toward running the college, in the form of committee work, and his own private research and publication. His productivity in the last occupation is evidenced by the fact that the Bryn Mawr faculty ranks with those of the giant universities in contributions to learned journals.

The division of studies in the Graduate School is similar to that on the undergraduate level, and the M.A. and Ph.D. are offered by all departments which grant A.B.'s. In addition, however, degrees through the Ph.D. are awarded in education and



by Josie Donovan

Beware! You are about to read a biased article. Watch out for "colored" adjectives (some might even be a bit pink). Nevertheless, in spite of (or perhaps because of) my innate prejudice, I feel the time has come for someone to take a cold, hard look (instead of an amused glance) at that strange anomaly that seems to be perpetrating itself on campus: the ultra-conservative group.

Let me begin by criticizing basic assumptions. Theoretically the aim of this movement is to reinstate the economic rights of the individual (which have, as we all know, so badly deteriorated during these past thirty years of liberalism). They propose a return to good old-fashioned laissez-faire capitalism with no governmental regulation. In such a system every individual will be free

to do as he pleases and to rise to whatever position he so desires. They profess a faith in the innate ability of the individual, but all do not share the same ability. The unequal distribution of "innate abilities" results in a harmonious pattern where each somehow achieves his just due.

Darwinism

The most obvious objection to this theory is that no "natural" social harmony does evolve, that in fact a Darwinistic struggle is the result. One has only to glance at the age of laissez-faire capitalism in the U. S. to realize that the only harmony arrived at was the domination over the many by the few (Harriman, Rockefeller, Carnegie, James J. Hill, etc.). It was only the exertion of governmental control which finally limited the growth of monopolies.

It would seem that if pushed to its logical conclusion the conservative system would be pure and simple anarchy—with nothing to restrain the greedy (biased adjective), ambitious few from imposing their will upon the less ambitious in their struggle for power. To be sure, those at the top—the survivors of the cut-throat (biased adjective) competition could wallow luxuriously in their economic rights. But what about those who fail to make the grade? How do they secure their rights?

A Conservative would answer, I think, that those not at the top would content themselves with having arrived at their natural spot in the world. I object to this assumption of an almost mathematical correlation between ambition, ability and satisfaction. It is not only revoltingly deterministic, but it is blissfully oblivious to the irrational, unpredictable side of man.

Individual

The Conservatives often movingly affirm their faith in the individual. Let the individual take care of himself, they say. By cheerfully ignoring the fact that the individual is subject to and limited by socio-economic conditions from birth, the Conservative fails to realize that, in fact, the individual cannot cope with these factors by himself. By advocating a system of free competition—based on present unequal social conditions, the Conservative is forced into the absurd position of expecting, say, an uneducated garage mechanic to "lift himself by the bootstraps," to wholeheartedly plunge into competition

child development, in social work and social research and in mediaeval studies. The committee which directs work in mediaeval studies is made up of specialists in the middle ages from the departments of history, history of art, music, Latin, English and modern foreign languages.

In a number of fields the curriculum is broadened by means of reciprocity with the University of Pennsylvania. Under this plan graduate students may take up to one unit of work per year at the University of Pennsylvania as part of their program.

Students are considered for admittance to candidacy for the M.A. and the Ph.D. by the Graduate Committee, which consists of President McBride, Dean Bliss of the Graduate School and six faculty members elected for three-year terms on a rotational basis. This body, which meets regularly four times a year, considers school policies as well as students' qualifications in a continuous process of self-analysis and criticism. Although each department has a high degree of autonomy, this central committee performs an important function in reviewing standards and planning improvements.

At present the most pressing needs of the Graduate School are in the material realm; more library and office space is needed and there is a deficiency of books and journals in some areas.

with Ford Motors Co., and even in the end to come out on top (if he has enough ambition).

Government

Furthermore, how can any improvement in social conditions be effected if things are just allowed to "run their course?" These inequalities will not just vanish of their own accord (and I have in mind school segregation). They must be acted upon—and the only way the individual has the power to act effectively upon them is in conjunction with others through representative government (contrary to conservative opinion). The government represents the interests of all its citizens, is responsible for the betterment of the conditions (i. e., the welfare, to use an explosive term) of each of them, and must act accordingly.

Superpatriotism

On the international scene the Conservatives see as the greatest menace to individual rights not creeping socialism but galloping communism. They are probably justified in this attitude; yet I find their tendency to exult in a sort of ecstatic superpatriotism nauseating. They see nothing but good in things American and nothing but evil in things Russian. Any attempts at compromise, negotiation, or understanding are branded as appeasement. They arrive at the incredible position of preferring nuclear holocaust to negotiation. Instead they would "roll back the Iron Curtain"—even blockade Russian ports in an ultimatum over Berlin. All this because of an assumption that is not necessarily true: namely, that the Soviet Union is a power bent on world revolution and domination. Erich Fromm in May Man Prevail points out the fallacies of this assumption. I am not trying to deny the possibility that this assumption may be valid; yet I fail to see how one can risk the future of mankind over anything less than an absolute certainty.

Absolutes

My final and most essential criticism is of the Conservatives' tendency to see things in terms of absolutes—America is Holy, Russia is Diabolic; the absolute freedom of the individual; "I'd rather be dead than Red," etc. It is this type of reckless, uncontrolled (admittedly intoxicating) thinking—that will not accept qualifications or limits, that scorn compromise, that sees the world as a Manichean struggle of good and evil—that leads to an almost religious radicalism not unlike that characteristic of Nazi Germany.

Furthermore, because of this tendency to see things in terms of black and white—or should I say red and true blue—they see pink in nearly anything that doesn't agree with them. Thus has developed a sort of warped terminology where the term "liberal" is nearly synonymous with "communist." At the same time—and this is perhaps the most tragically ironic twist—a word such as "Americanism" now connotes such a hypernationalistic attitude as to be snickered at by those who cherish "American" ideals most dearly.

Fight TB



Use Christmas Seals

Gay Nick Clause Recalls Childhood, Cites Pet Peeves

by Ellen Rothenberg

"Ho, hp, ho," expounded the genial and ruddy Nick Clause, noted philanthropist and reindeer rancher, as he received us into his well-insulated den. "And what would you like for Christmas?"

We explained that we had come not to ask favors but to try to discover the real Nick Clause. At this Mr. Clause beamed effusively, laid a finger aside of his nose and said, "Actually you might say I'm just a simple, small-town boy at heart."

He described his childhood, spent, he said, in the swamplands of Louisiana, where he learned to hate mosquitoes, hot weather and Spanish moss.

"At the age of sixteen," he said, "I hitchhiked my way to Detroit, where I got a job at an auto factory. By the time I had spent a year there I had begun to hate cars almost as much as mosquitoes, hot weather and Spanish moss. I devoted my spare time to inventing a mode of individual transportation which would supercede the automobile. After years of heart-breaking labor, I found it: the flying reindeer and sleigh."

We wondered that Mr. Clause had not marketed his new discovery. At this, he shook his head sadly. "Ho, ho, ho," he said. "The American public was not ready for my invention. They disregarded it in favor of the Edsel. Disillusioned, I decided to keep my discovery for my own use."

To Arctic

Determined to keep out of the reach of mosquitoes, hot weather, Spanish moss and Edsels, Mr. Clause took off on his elevated sleigh line and headed for the Arctic Circle. There, he told us cheerfully, he set to work increasing his herd of reindeer, and would have been very happy had he not developed an allergy to penguins.

"Ho, ho, ho," he said. "Ordinarily I don't mind the little critturs. But along about the middle of December they begin to get me down. After a few years, I decided that the only way out was to take a trip each December until the new year rolled around."

We commended these precautions and asked him where he went on his travels. "Oh all over the world," he said happily. "Wherever I go there are bound to be either mosquitoes, hot weather, Spanish moss, or automobiles, so I don't stay in one place very long. What I have found," he added, "is that almost all those things can be avoided by sticking close to chimneys. I don't know if you've ever noticed, but one rarely finds mosquitoes or Spanish moss in chimneys. Hot weather, yes, but dry heat which isn't nearly so bad. As to automobiles, there has never to my knowledge been an Edsel discovered in a flue."

"Mr. Clause," we asked, "is there any truth to the rumor that you leave gifts wherever you and your reindeer land?"

Sublimating Santa

"Ho, ho, ho," said the ruddy-cheeked gentleman. "Yes, and it's an idiosyncrasy that my psychoanalyst and I have never been able to figure out. We've made a good deal of progress on my phobias about mosquitoes, hot weather, so I don't stay in one place very long, but this compulsion to distribute gifts is a real puzzle. The nearest we can come to it is to call it a sublimation of overly developed oral tendencies."

We thanked Mr. Clause for his time and confidence, promised to be a good girl 'til next Christmas and returned the offer of a lift in his newest model sleigh.

Shoppers Sniff Our Xmas Thing-a-ma-jigs

As a continuation of last week's travels we take you once more into that paradise of parcels Wanamakers at Christmas. Elbowing our way through the crowd we were checked in our career by the entrancing vista of sweaters on sale at \$2.98 to \$3.99 for all colors or Orlon. Pursuing the lure of bargains we sniffed out a collection of evening bags for only \$2.00, in bright satin with a change purse to match. For a doting relative the perfect gift might be a pastel portrait of yourself which Wanamaker's artist, Joan Fay, will paint for you for \$9.75. Finally, for your favorite Bryn Mawr roommate we would suggest that you promise her anything but buy her an owl bookend for \$14.00.

Meanwhile, back at Peck and Peck, we found a wide selection of wool gloves with leather palms priced from \$3.50 to \$4.95 depending on the length. Charming earring and pin sets (though owl-less) can be purchased for \$5.00.

Silk and chiffon scarves are also available from \$2.00 up, in a variety of styles and colors, as well as evening hoods.

Two of the most lovely and unusual stores in the ville are the Peasant Shop and Page and Biddle's "Gifts of Distinction".

The Peasant Shop has a number of beautiful and original wooden objects. There are salad bowls with spoons and forks to match; all in smoothly sweeping lines. There are also hors d'oeuvres platters with compartment and an unusual fish-shaped thing with toothpicks in its back with which to spear baby frankfurters and other dainties.

In the field of Christmas cards, the Peasant Shop has a good selection. Especially nice are foreign cards, and the miniature cards with simple pictures on them. The only disadvantage to Page and Biddle's is that it is located pretty far down the Pike, (beyond the State Store). Aside from that, Page and Biddle's

is undoubtedly one of the best places to do Christmas shopping. They carry everything. They carry things for the person who has nothing: beautiful sweaters, skirts and scarves and things for the person who has

everything: amusing and unnecessary gifts for the skiing, sailing and hockey sets.

(by Juli Kasius, Miranda Marvin and B. J. Schieffelin)

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Post Vacation Campus Events

Sunday, January 7—Meeting for worship under the auspices of the Interfaith Association, Music Room, 7:15

Monday, January 8—Dr. John W. Mauchly one of the inventors of the electronic digital computer, will speak under the auspices of the Bryn Mawr Chapter of the Society of the Sigma Xi. Bio Lecture Room, 8:30 p.m.

Wednesday, January 10—Judge Anne X. Alpern will speak under the auspices (an auspicious week, isn't it) of the Alliance, Common Room, 8:30

Sunday, January 14—see above, first event.

Wednesday, January 17—Arthur P. Whitaker, Professor of History at the University of Pennsylvania will give a Class of 1902 lecture on "Nationalism and Social Change in Latin America Today," Common Room, 8:30

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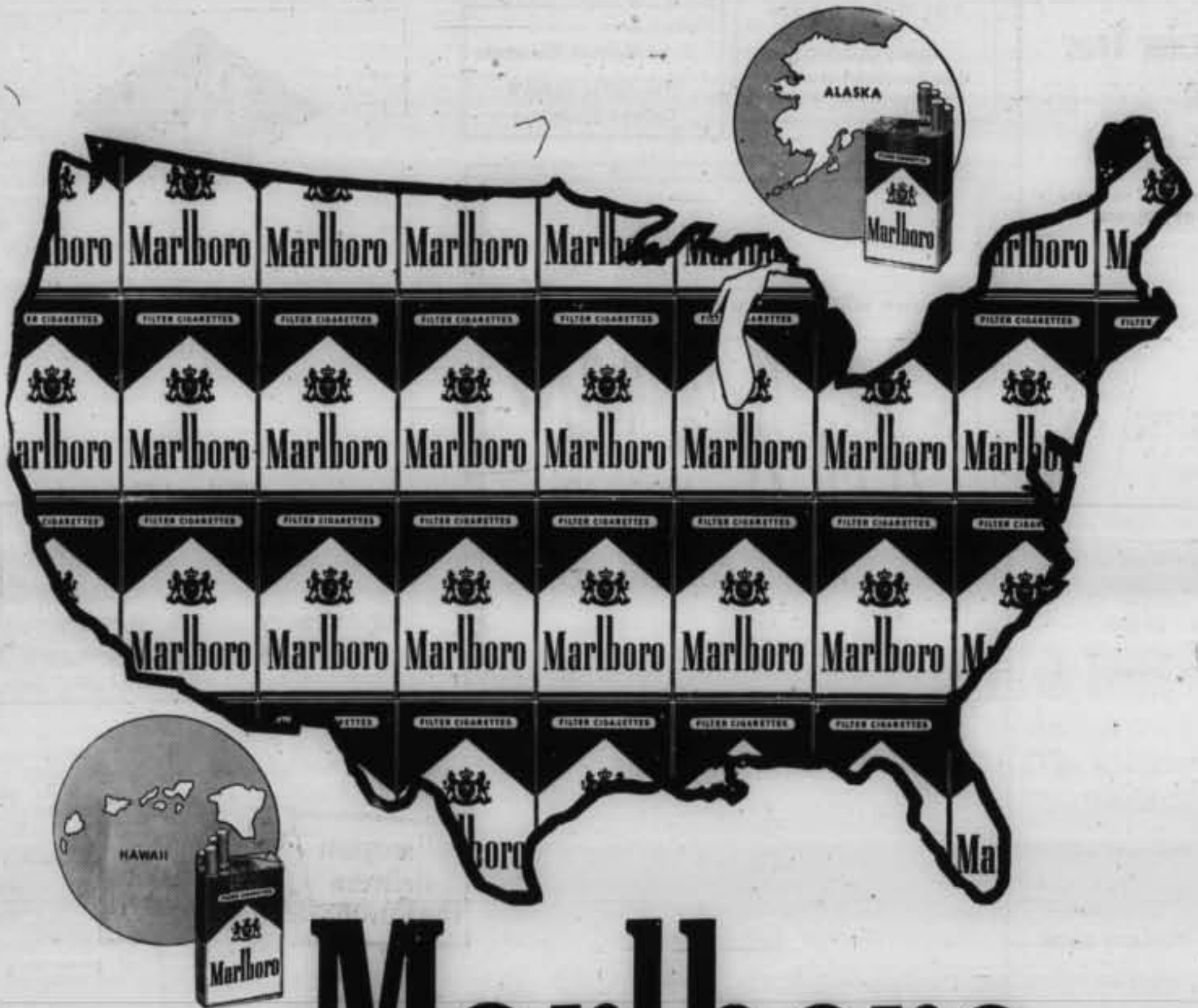


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